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## MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Play and playgrounds—Social aspects of education—Child welfare—Religious education—Manual and vocational training—Vocational guidance—Agricultural education—Home economics—Commercial education—Professional education—Civic education—Military training—Education of women—Negro education—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications—New periodicals.

### NOTE.

This office can not supply the publications listed in this bulletin other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the Library of the Bureau of Education, Washington, D. C.

### PROCEEDINGS OF ASSOCIATIONS.

201. National education association. [Proceedings, 1916.] Journal of the National education association, 1: 289-384, December 1916; 385-512, January 1917.

*Department of Kindergarten Education.*—Contains: 1. Meredith Smith: Relation of the kindergarten and the primary in the School of childhood, University of Pittsburgh, p. 290-94. 2. Patty R. Hill: Kindergartens of yesterday and to-morrow, p. 294-97. 3. Mrs. C. W. Hetherington: The demonstration-play school of the University of California, p. 298-303.

*Department of Higher Education.*—4. Stephen Duggan: Present tendencies in college administration, p. 312-18. 5. T. M. Balliet: The elective system—its function and its limitations, p. 318-21. 6. B. W. Bradley: The baccalaureate degree as an obstacle to educational progress, p. 321-24. 7. J. O. Egbert: The service of business schools at the close of the great war, p. 325-29. 8. F. C. Schwedman: An experiment in practical commercial education in the National city bank of New York, p. 329-33.

*Department of School Administration.*—9. Joseph Lee: The education of school committees, p. 339-41. 10. Beatrice Winsor: Functions and methods of boards of education, p. 342-44. 11. C. B. J. Snyder: After the architect, p. 344-47. 12. T. E. Finegan: Functions of the state in local administration, p. 347-50. 13. J. M. Loeb: The business man and the public service, p. 350-54. 14. Ella F. Young: A reply, p. 355-58.

## CURRENT EDUCATIONAL PUBLICATIONS.

*Department of Business Education.*—15. W. E. Bartholomew: Fundamental aims in the teaching of bookkeeping, p. 360-63. 16. F. R. Beyrau: Typewriting in the public schools, p. 365-68. 17. W. J. McCarty: The organization of a business-practice and office-routine course and how to make it a success in business high schools, p. 368-73. 18. C. A. Herrick: Economics in the commercial high school, p. 373-77. 19. Louise B. Krause: The relation of the library to business education, p. 377-81. 20. G. B. Hotchkiss: The teaching of business English and advertising in business high schools, p. 381-84. 21. R. H. Montgomery: How teachers can increase the efficiency of accounting and bookkeeping courses, p. 385-88.

*Department of Elementary Education.*—22. David Snedden: The peculiar psychological conditions and social needs of the seventh and eighth grades, p. 395-400. 23. J. D. Shoop: The organization of the upper elementary grades contrasted with the organization of the lower elementary grades and the high school, p. 400-4. 24. Mary D. Bradford: The necessity of changes in the curriculum of the upper elementary grades, both in subject-matter and in content, p. 404-8. 25. C. B. Connelley: The place of the corporation and the continuation schools, p. 412-17. 26. Discussion: Is there a need for more reality in the elementary school curriculum? p. 417-23. 27. Lida L. Tall: Will standard tests economize time, lead to a broadening of the subject-matter, and make for efficiency of both teacher and pupil? p. 423-26. 28. Mary D. Hill: The educational values which the child carries over from the kindergarten into the primary grades, p. 426-29. 29. Practical means of unifying the work of the kindergarten and the primary grades [by] J. L. Meriam, p. 430-31; [by] Luella A. Palmer, p. 432-35; [by] T. M. Ballet, p. 435-36.

*Department of Normal Schools.*—30. C. W. Salser: Extension work in normal schools, p. 437-45. 31. J. A. Pitman: A differentiated course of study for normal schools, p. 445-54.

*Department of Vocational Education and Practical Arts.*—32. J. A. Appel: Education for an age of services, p. 469-75. 33. A. E. Dodd: Vocational education and government aid, p. 475-79. 34. Annette J. Warner: Art a vitalizing force in education, p. 479-85. 35. T. M. Ballet: The domain of art education, p. 490-92. 36. A. H. Chamberlain: Art teaching vs. practical life, p. 492-95. 37. The relationship between museums and schools, p. 496-500. 38. Ellsworth Woodward: The essentials in making art practical, p. 504-8. 39. R. B. Farnum: Differentiation in art training to suit individual pupil's needs, p. 508-12.

202. **Pennsylvania State educational association.** Proceedings of the sixty-seventh meeting, Harrisburg, December 27-29, 1916. Pennsylvania school journal, 65: 277-337, January 1917.

Contains: 1. R. K. Young: Relation of state's finances to the public school appropriation, p. 284-87. 2. O. W. Gerwig: Public school dividends, p. 287-93. 3. N. C. Schaeffer: More money for public schools, p. 293-94. 4. E. M. Rapp: The country school problem from the viewpoint of county superintendent, p. 296-300. 5. A. S. Cook: The county as a unit of organization and administration, p. 300-302. 6. Herbert Quick: The country school problem from the viewpoint of a publicist and author, p. 303-7. 7. G. E. Johnson: Physical education from the recreative viewpoint, p. 308-9. 8. A state system of retirement funds for teachers—From the viewpoint of a classroom teacher [by] Elizabeth Baker, p. 323-25; From the viewpoint of a business man and a school director [by] Marcus Aaron, p. 325-28. 9. O. P. Cornman: General principles of retirement fund plans, p. 329-30. 10. Report of committee on retirement fund bill, p. 332-35.

## EDUCATIONAL HISTORY AND BIOGRAPHY.

203. **Corcoran, Timothy.** State policy in Irish education, A. D. 1536 to 1816; exemplified in documents collected for lectures to postgraduate classes with an introduction by the Rev. T. Corcoran. Dublin, Fallon brothers, Ltd.; New York [etc.] Longmans, Green and co., 1916. 235 p. 8°.

204. **Richmond, Winifred.** Madame Necker de Saussure—a neglected pioneer. School and society, 5: 189-95, February 17, 1917.

Gives in brief outline the main points of the "Education progressive" by Madame Necker, a pioneer in the education of girls.

## CURRENT EDUCATIONAL CONDITIONS.

205. **Alabama illiteracy commission.** First report . . . April 2, 1915–October 1, 1916. By Wm. F. Feagin. Montgomery, Ala., Brown printing co. [1917] 125 p. 8°.

206. **Cammack, I. I.** Kansas City, Mo., and its schools. American school board journal, 54: 17-19, 44-45, February 1917.

A descriptive article of the school system of Kansas City, Mo.

207. **Colodny, I.** A review of the preliminary report on the Arizona school system made under the direction of the U. S. Bureau of education. *Arizona teacher*, 7:11-13, February 1917.  
Gives a summary of the recommendations dealing with administration and support.
208. **Denver. School survey.** Report of the school survey of School district number one in the city and county of Denver. [pt. I supplement]; IV-V. Denver, Colo., The School survey committee, 1916. 3 v. fold. diagrs. 8°. CONTENTA.—(I supplement) Supplemental report on the organization and administration of School district number one in the city and county of Denver.—IV. The business management; by J. T. Byrne.—V. The building situation and medical inspection; by L. M. Terrian.
209. **Finegan, Thomas E.** What service shall the public schools render? *Journal of the New York state teachers' association*, 3:263-70, January 1917.
210. **Harrison, Shelby M.** In Lincoln's home town: how the Springfield survey went about getting results. *Survey*, 37:563-13, February 3, 1917.  
An interesting presentation of all phases of the Springfield survey; among them being schools, recreation, mental hygiene, etc. Illustrated.
211. **Lane, Winthrop D.** The children's bit in the wars. *Survey*, 37:520-26, February 3, 1917.  
A statement of England's war policy toward education.
212. **Le Braz, Anatole.** Aux États-Unis pendant la guerre. L'opinion américaine et la France. I. Les universités. *Revue des deux mondes*, 87:167-93, January 1917.  
The author who was an exchange professor at the University of Cincinnati, tells of the attitude toward France at that university and at Harvard, but deals mainly with American artists and architects who love France and her ideals.
213. **Maphis, C. G.** Educational preparedness. *School and society*, 5:151-61, February 10, 1917.  
Annual address of the president of the Virginia state teachers' association. Suggests that the Virginia state teachers' association launch at once a constructive campaign for better school facilities, with the main planks in its platform: (1) More money for schools, (2) A more stable method of support, (3) A better system of apportionment, both state and county, (4) More and better supervision, (5) Compulsory education, (6) Better trained teachers, and (7) Better salaries and longer terms.
214. **Muntach, Albert.** School surveys. *Catholic educational association bulletin*, 12:13-30, January 1917.  
A brief review of the survey movement.
215. **Namias, Américo.** Le nostre scuole all'estero e l'influenza italiana in Oriente. *Rivista pedagogica*, 9:509-16, October-December 1916.  
Contrasts conditions in the East as regards French, German, and Italian schools.
216. **Pearson, W. W.** Shantiniketan; the Bolpur school of Rabindranath Tagore. New York, The Macmillan company, 1916. 130 p. incl. front., illus., plates. 8°. CONTENTS.—The Shantiniketan school song, by Rabindranath Tagore; tr. from the original Bengali by the author.—Introduction [by] Rabindranath Tagore.—Shantiniketan [by] W. W. Pearson.—The gift to the Guru, by Satish Chandra Roy; tr. by W. W. Pearson.
217. **Reville, John C.** Rockefeller's new education. *America*, 16:408-10, February 3, 1917.  
Discusses the subject under the following headings: The plan of the board, The presumption of the plan, Its inadequacy, Its low ideals, and Its autocratic and dangerous assumption of power. Discussion continued under title: "Our oleaginous oligarchy" in *America* for February 17, 1917, pages 455-56.

218. Webb, Sidney. The coming educational revolution. Contemporary review, 110:724-33, January 1917.

Second installment of a series of papers on educational conditions in England. Urges many reforms, also heavy public expenditures on education after the war. Deals mainly with problems of health and employment.

219. Wilson, Anna. The new teacher and new school. Journal of education, 85:87-88, January 25, 1917.

Address of the president of the Indiana state teachers' association at the recent meeting.

#### EDUCATIONAL THEORY AND PRACTICE.

220. Aley, Robert J. Education and democracy. Educational review, 53:109-21, February 1917.

Says that the public school is an organized ally of the government in a country like ours. Discusses elementary and higher education.

221. Bouchendhomme, E. Éducation intellectuelle et morale des adolescents. Revue pédagogique, 68:529-90, December 1916.

222. Butler, Nathaniel. The place and function of non-vocational education. Southern school journal, 28:12-17, January 1917.

223. Eubanks, L. E. Education and ideals. Progressive teacher, 23:11-12, February 1917.

Discusses the questions, Can ideals be cultivated and if they can, does school education facilitate their development or hinder it?

224. Francesco, Gennaro de. Prolegomini di fisiopsicologia pedagogica. Campo-basso, G. Colitti e figlio, 1916. 325 p. 4°.

At head of title: Medicina sociale.

225. Gildersleeve, Virginia C. Constructive elements in the curriculum. Educational review, 53:137-45, February 1917.

Address delivered before the Association of colleges and preparatory schools of the Middle States and Maryland, December 1, 1916. The curriculum concerned in the discussion is that of the colleges and the secondary schools articulating therewith.

226. Goodnow, Frank J. Democracy in education. Johns Hopkins alumni magazine, 5:77-87, January 1917.

An address delivered at the inauguration of Dr. Robert Ernest Vinson as president of the University of Texas, at Austin, Texas, November 30, 1916.

227. Horne, Herman Harrell. The teacher as artist; an essay in education as an aesthetic process. Boston, New York [etc.] Houghton Mifflin company [1917] xi, 63 p. 12°. (Raided educational monographs, ed. by H. Suzzallo)

228. McClinton, J. W. Vitalizing education. Associate teacher, 17:6-7, February 1917.

To be continued.

President's address at the South Dakota educational association meeting at Watertown, S. D. The writer says that we are fast losing the art of conversation, but are doing nothing to supplant it. We do not develop the art of conversation either in the home or in the school.

229. Nearing, Scott. The new education. Character builder, 30:29-33, January 1917.

The writer says that the three primary needs of a child are growth, association, and vocation. The work of the school is measured by these needs. If it helps children in these directions it is good, and if it doesn't it is bad.

230. Pearson, Francis B. The vitalized school. New York, The Macmillan company 1917. 335 p. 12°.

An attempt to interpret some of the school processes in terms of life processes, and to suggest ways in which these processes may be made identical.



231. **Rapeer, Louis W.** The learning process. *American education*, 20:332-39, February 1917.

The first of a series of five articles on the essentials of the teaching and learning processes in elementary schools.

232. Second report of the Committee on minimal essentials in elementary-school subjects, by H. B. Wilson, W. S. Gray, C. F. Munson [and others] Ed. by Guy M. Whipple. In *National society for the study of education. 16th Yearbook*. Bloomington, Ill., Public school publishing company, 1917. Pt. 1, p. 9-192.

Reports of investigators co-operating with the Committee on economy of time of the Department of superintendence of the National education association.

233. **Strayer, George Drayton, and Norworthy, Naomi.** How to teach. New York, The Macmillan company, 1917. 297 p. 8<sup>o</sup>.

234. **Wilson, G. M.** The motivation of school work. *Elementary school journal*, 17:362-67, January 1917.

Says that motivation requires the psychological rather than the logical organization, but in the last analysis there is no loss in the amount of systematic knowledge which is mastered by the child.

#### EDUCATIONAL TESTS AND MEASUREMENTS.

235. **Courtis, S. A.** Research work in arithmetic. *Educational administration and supervision*, 3:61-74, February 1917.

Address to fifth grade teachers during County Institute, September 5-8, 1916.

The aims and methods of the Department of educational research, Detroit, Mich., its achievements in the past and lines of research work for the future.

236. **Morrison, J. Cayce.** The supervisor's use of standard tests of efficiency. *Elementary school journal*, 17:335-54, January 1917.

Describes eight months' practice in a school of 14 teachers and 400 pupils. This investigation was undertaken to show that if standards or scales have any real value, they should produce better classroom instruction.

237. **Rugg, H. O. and Clark, J. R.** Standardized tests and the improvement of teaching in first-year algebra. *School review*, 25:113-32, February 1917.

A final report on the "Experimental determination of standards in first-year algebra," made to the mathematics section of the University of Illinois high school conference, November 24, 1916. To be continued.

#### SPECIAL METHODS OF INSTRUCTION.

238. **Henry, T. S.** The problem method in teaching. *School and home education*, 36:162-68, February 1917.

239. **O'Neil, W. Jerold.** The problem idea in the teaching of history. *Normal instructor and primary plans*, 28:50, 68, March 1917.

#### SPECIAL SUBJECTS OF CURRICULUM.

240. **Western economic society.** Problems of economic instruction. Papers and discussions at the 11th conference of the Western economic society, held at the University of Chicago, November 10 and 11, 1916. *Journal of political economy*, 25:1-112, January 1917.

Contains: I. Undergraduate courses in economics.—1. W. H. Hamilton: The Amherst program in economics, p. 1-13. 2. F. S. Delbier: Courses in economics and methods of instruction at Northwestern university, p. 14-24; Discussion, p. 25-32. II. Graduate work in economics.—3. F. L. McVey: Graduate work in preparation for teaching, p. 33-40. 4. W. F. Gephart: Graduate work in economics, p. 41-47. 5. J. A. Field: The place of economic theory in graduate work, p. 48-57. III. Economics and allied fields.—6. J. F. Hayford: The relation of engineering to economics, p. 59-63; Discussion, p. 64-68. 7. E. A. Gilmore: The relation of law and economics, p. 69-79; Discussion, p. 80-83. 8. L. C. Marshall: A balanced curriculum in business education, p. 84-105. 9. E. D. Howard: Economics and the science of business, p. 106-10; Discussion, p. 111-12.

241. **Alexander, H. B.** Education in taste. *School and society*, 5:97-105, January 1917.  
What is good taste and how is it to be cultivated.
242. **Barber, Fred D.** Fundamental consideration in the reorganization of high school science. *General science quarterly*, 1:102-11, January 1917.
243. **Dowd, Mrs. Mary H.** Oral English in the high school. *Quarterly journal of public speaking*, 3:1-11, January 1917.  
What the teachers of the Manchester, N. H., high school are accomplishing in high school English.
244. **Gold, Hugo H.** Methods and content of courses in history in the high schools of the United States. *School review*, 25: 88-100, February 1917.  
Discusses the administration of the curriculum and content of courses in history. Material obtained from "an examination of 242 of the most recently published courses of study received from 236 cities distributed over 41 states." To be continued.
245. **Hartman, Carl.** The general science situation in Texas. *School science and mathematics*, 17: 141-46, February 1917.
246. **Herring, Bertha Forbes.** Story-telling in high schools. *Quarterly journal of public speaking*, 3:37-47, January 1917.
247. **Hosic, James Fleming.** The reorganization of English in the secondary schools. *Educational administration and supervision*, 3: 75-82, February 1917.  
Given before the joint session of the secondary department of the N. E. A. and the National council of teachers of English, New York City, July 6, 1916.
248. **Huybers, John A.** The American school of classical studies at Athens. *Nation*, 104: 142-43, February 1, 1917.  
Work accomplished by the school described.
249. **Karpinski, Louis C.** The teaching of elementary mathematics. *School and society*, 5: 78-86, January 20, 1917.  
Improvement in the teaching of mathematics in the secondary schools. Reviews some of the text-books on the subject.
250. **Ketcham, V. A.** Public-speaking courses in state universities. *Educational review*, 53: 151-60, February 1917.  
Says that such courses should be greatly augmented if the most vital function of the state university is to be performed.
251. **Leary, Daniel B.** Mathematics and the high school. *Teachers forum*, 3: 17-24, January 1917.  
The value and purpose of high-school mathematics.
252. **Leonard, Sterling Andrus.** English composition as a social problem. Boston, New York [etc.] Houghton Mifflin company [1917] 202 p. 16°. (Riverside educational monographs, ed. by H. Suzzallo)  
The three principal suggestions advanced in this book are: First, the ideal of social teaching of composition; the English class is here presented as a group of good-spirited cooperators and critics working upon real projects. Second, the attempted handling of organization problems as we may suppose that children's minds will work best in mastering them. Third, the apparently fundamental distinction between matters essential for fixation in unconscious habit, on the one hand, and equally essential expressional powers, on the other, to be developed through conscious application of composition principles.
253. **Lull, Herbert G.** A plan for developing a spelling consciousness. *Elementary school journal*, 17: 355-61, January 1917.  
A spelling consciousness the writer defines as that consciousness which aids one "to detect and correct one's misspelled words and not to misspell the same words again." Describes plan.
254. **McComb, E. H. Kemper.** Separation of the teaching of composition from the teaching of literature: what it is and how it works. *English journal*, 6: 69-79, February 1917.  
A paper read before the high-school section of the National council of teachers of English, New York City, December 1, 1916.



255. **Martin, A. S.** The teaching of history—the notebook and the recitation. *Education*, 37:366-68, February 1917.  
Value of notebook in history study. Says that it is particularly important that high-school students preserve their notebooks.
256. **Missaner, W. Otto.** The place of music in education. *Educational bi-monthly*, 11:156-69, December 1916.
257. **Neilson, W. A.** The curse of memory. *English journal*, 6:80-87, February 1917.  
Notes of a paper read before the National council of teachers of English, New York, December 1, 1916.  
The writer says that in English teaching the tendency is for the teacher and the pupil to substitute memory for other and more fruitful forms of intellectual activity.
258. **New Jersey. Department of public instruction.** The teaching of social studies including history. [Trenton? N. J.] 1916. 135 p. 8°. (High school series—no. 4)  
Bibliographies: p. 125-132
259. **Nutting, H. C.** Vocational Latin. *Classical journal*, 12:319-27, February 1917.  
Describes the pioneer experiment in vocational Latin conducted by A. S. Perkins of the Dorchester high school, and comments upon it.
260. **Powers, Katherine.** The supervisor in relation to the grade teacher. *School music*, 18:16-17, 20-22, January 1917.  
Paper read at the Iowa state teachers' association  
The responsibility of the music supervisor for work done in musical education.
261. **Schweitzer, Charles.** L'enseignement du français en Alsace. *Revue pédagogique*, 68:591-604, December 1916  
Discusses the period 1789-1870.
262. **Shepherd, John Wilkes.** Science in the grammar grades. *Educational bi-monthly*, 11:126-39, December 1916.  
Gives an outline of a course in science for the grammar grades of the elementary school.
263. **Smith, Bromley.** Public speaking in New England colleges. *Quarterly journal of public speaking*, 3:57-68, January 1917.  
Read at a special session of the New England public speaking conference, Harvard university, August 16, 1916.  
The present status of public speaking in New England colleges.
264. **Smith, Elmer W.** The advance movement in English. *English journal*, 6:12-19, January 1917.
265. **Thompson, Stith.** The notebook system of theme correcting. *English journal*, 6:28-33, January 1917.  
Explains system adopted in the University of Texas. Says that it saves time and energy and increases efficiency of the teaching. Solves the troublesome problem of accuracy in writing.
266. **Values of history instruction.** Report of a committee of the Northwestern association. *History teacher's magazine*, 8:46-48, February 1917.  
A report to the Northwestern association of history, government, and economics teachers on the essential values of history instruction.
267. **West Virginia. Department of free schools.** Suggestions for the teaching of thrift in the public schools. Prepared by H. R. Bonner, assistant state superintendent, under the direction of M. P. Shawkey, state superintendent, Charleston, W. Va. *Charleston [Tribune ptg. co.]* 1917. 54 p. illus. 8°. "Books on thrift": p. 48-49.
268. **Wilson, H. B.** The need of more reality in the elementary school curriculum in English composition and grammar. *Oklahoma journal of education*, 6:1-4, February 10, 1917.

## KINDERGARTEN AND PRIMARY SCHOOL.

269. Allegretti, Gilda Chiari. *Esposizione critica dei sistemi di educazione ed istruzione infantile e primaria inferiore in Italia ed all'estero e conclusioni pratiche con riferimento speciale alle famiglie ed alle scuole primarie italiane.* Bologna, Stabilimento poligrafico Emiliano, 1916. 748 p. 1<sup>oo</sup>.
270. Benetti, V. *La duplice anima antinomica della pedagogia di Federico Frobel.* Rivista pedagogica, 9: 541-46, October-December 1916.
271. Claremont, Claude A. *The freedom of the child in the Montessori school.* Child-study, 9: 99-104, November-December 1916.
272. Formiggini Santamaria, E. *Ciò che è vivo e ciò che è morto della pedagogia di Federico Fröbel.* Genova, A. F. Formiggini, 1916. 236 p. 8<sup>o</sup>. (On cover: Biblioteca di filosofia e di pedagogia.)
273. Montessori, Maria. *L'autoeducazione nelle scuole elementari.* Continuazione del volume: *Il metodo della pedagogia scientifica applicato all'educazione infantile nelle Case dei bambini.* Roma, E. Loescher & C.; P. Magliione & C. Strini, 1916. 579 p. illus. 1<sup>o</sup>.

## RURAL EDUCATION.

274. Brereton, Cloudealey. *A possible revolution in rural education.* School world (London), 19: 7-10, January 1917.  
*Discusses Boy scout movement, also the rural school activities in the United States.*
275. Cummins, Robert A. *The functions and relations of rural supervisors.* American school board journal, 54: 21-23, 45-46, February 1917.  
*Discusses the functions and relations of the rural supervisor to the state, the superintendent, the school board, the teachers, and the patrons.*
276. Sanderson, Dwight. *The teaching of rural sociology: particularly in the land-grant colleges and universities.* American journal of sociology, 22: 433-60, January 1917.  
*Results of a questionnaire sent to all the land-grant colleges and state universities and to colleges known to be giving instruction in rural sociology. Gives a tabular list of institutions.*

## SECONDARY EDUCATION.

277. Illinois. University. *High school conference. Proceedings, November 23-25, 1916.* Edited by H. A. Hollister. Urbana, Ill., The University [1917] 307 p. 8<sup>o</sup>. (University of Illinois bulletin, vol. 14, no. 19, January 8, 1917.)  
*Contains: 1. H. L. Terry: Standardization of high schools, p. 19-23. 2. J. S. Brown: Standardization of high schools, p. 23-26. 3. J. D. Elliff: To what educational agency or authority shall be assigned the direction and leadership in the accrediting, standardizing, and upbuilding of the high schools? p. 26-30. 4. F. D. Cawshaw: Vocational education as an element in education for a democracy, p. 32-39. 5. H. A. Hollister: The township high school movement, p. 45-47. 6. F. W. Johnson: A bibliography of material for the professional reading of secondary school principals, dates of publication, number of pages and publisher's prices, p. 48-54. 7. F. D. Cawshaw: The place of industrial education in the high school, p. 54-59. 8. Ethel J. Luke: The Springfield laboratory-recitation method of teaching Latin, p. 103-108. 9. J. C. Hanns: The work of the small high school, p. 144-50. 10. Lucile Wheeler: The place of the market basket in a high school course, p. 158-61. 11. W. E. Andrews: Definite cooperation in high school English, p. 168-72. 12. C. A. Bennett: Three typical methods of teaching the manual-arts, p. 184-87. 13. S. J. Vaughn: What is wanted in a manual training textbook? p. 191-93. 14. W. H. Henderson: The selection and training of teachers for Wisconsin industrial schools, p. 194-97. 15. H. O. Rugg and J. R. Clark: Standardized tests and the improvement of teaching in first-year algebra, p. 198-215. 16. Mr. Bradwell: The Springfield laboratory recitation plan. The third degree in supervised study, p. 215-27. 17. R. P. Zimmerman: Books selected for outside reading purposes, p. 218-23. 18. Mabel D. Ricketts: Language clubs and the use of the library therein, p. 240-44. 19. Ruth Clapp: Music libraries in the high school, p. 255-58. 20. T. M. Barger: The present trend in teaching secondary school physics, p. 271-75. 21. E. C. Page: More about the working museum of history, p. 283-85. 22. C. H. Johnston: A proposed reorganization of history courses in the high school, p. 290-95. 23. E. E. Hill: Dynamic civics, p. 298-300. 24. A. Kempe: Methods found satisfactory in civics teaching, p. 302-4; Discussion, p. 304-6.*

278. **Douglase, Aubrey Augustus.** The junior high school. Bloomington, Ill., The Public school publishing company, 1916. 157 p. 8°. (National society for the study of education. Fifteenth yearbook. Part III.)  
 CONTENTS.—I. Features of readjustment.—II. Physiological and psychological characteristics of adolescence.—III. The curriculum.—IV. Problems of administration and supervision.—Bibliography.
279. **Rankin, Janet R.** A study of students dropped, failed, and promoted in high school subjects. Educational administration and supervision, 3: 15-22, January 1917.
280. **Simmonds, Frank W.** The six-year high school of Lewiston, Idaho. A concrete illustration of the value of the "Six-six" plan. Educational foundations, 28: 285-87, January 1917.  
 Mr. Simmonds says that "the plan has been in actual operation during the past two years. It has been signally successful and has resulted in an increase of over thirty per cent in the upper grades in the school without any increase in the school census."
281. **Snedden, David.** Problems of secondary education. Boston, New York [etc.] Houghton Mifflin company [1917]. 333 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)  
 In a series of 25 letters, the author points out the main lines along which future progress in secondary education probably must be made, and raises numerous questions which college authorities, supervisory officers responsible for courses in secondary schools, and high school principals and teachers must face and attempt to solve.
282. **Womack R. E.** How we may guide high school pupils in their study. Arkansas teacher, 5: 5-8, February 1917.
283. **Young, James R.** Reorganization of the high school curriculum. Educational review, 53: 122-36, February 1917.  
 "The high school should select," says the writer, "in its curriculum the major industries and social needs of the community." Emphasis should be laid on the social sciences.

## TEACHERS: TRAINING AND PROFESSIONAL STATUS.

284. **Allen, Ezra.** Relief of the daily program. Current education, 21: 359-64, January 1917.  
 A paper presented to the Training teachers' section on December 14, at the Philadelphia Normal School.  
 The writer says that in order that the training schools may accomplish the necessary work and at the same time find relief from the painful pressure of the daily program, we should either lengthen the daily session and arrange it as the colleges and technical schools have done, or shorten the day to four hours and lessen the number of subjects studied.
285. **Andersen, W. N.** The selection of teachers. Educational administration and supervision, 3: 83-90, February 1917.
286. **Ballou, Frank W.** Training normal school seniors in educational measurement. School and society, 5: 61-70, January 20, 1917.  
 Read before the National council of teachers of English, December 2, 1916.  
 Gives the Boston plan of training normal school seniors in educational measurement.
287. **Chamberlain, Arthur H.** Teachers' salaries. A study of the salary schedule in various cities in the United States. Sierra educational news, 13: 12-16, January 1917.
288. **Fullerton, Charles H.** How may a teacher correctly judge her own work? Ohio educational monthly, 66: 45-50, February 1917.  
 Gives a list of questions for self-examination for the teacher.
289. **Gray, A. A.** The training of teachers in high schools. American school board journal, 54: 32-34, February 1917.  
 Discusses the extent of the work of teacher training in high schools, state aid, regulation of schools, graduates, and the advantages of normal training high schools.

290. Hall-Quest, Alfred L. The teacher's health. Virginia journal of education, 10; 213-19, 272-77, January, February 1917.

To be continued.

The first number considered the physical and mental health of the teacher, the second number recreation and relaxation.

291. Jeffers, Granville B. Methods for measuring and recording the efficiency of teachers in practice. Journal of the New York state teachers' association, 3: 285-90, January 1917.

292. Johnston, Joseph Henry. Scientific supervision of teaching. School and society, 5: 181-88, February 17, 1917.

Address delivered before the North Carolina teachers' assembly, Raleigh; November 29, 1916.

Gives a scale for testing the efficiency of a teacher, then speaks of the importance of a teacher-rating scale from the point of view of the superintendent and from that of the teacher. Gives methods in use and methods recommended for testing the ability of teachers.

293. Scott, Lillian. The pensioning of teachers. Kansas teacher, 4: 5-7, February 1917.

Gives information concerning the need and the advantages of an annuity system for the teachers of Kansas.

#### HIGHER EDUCATION.

294. Association of American colleges. Proceedings of the second annual meeting . . . held at Chicago, Ill., January 20-22, 1916. Fayette, Iowa, The Association, 1916. 202 p. 8°. (Association of American colleges bulletin, vol. 2, no. 3, April 1916.)

Contains: 1. R. L. Kelly: The sphere and possibilities of the association, p. 21-29. 2. Thomas Nicholas: A proposed campaign of Christian education, p. 34-55. 3. C. H. French: The efficient college, p. 60-85; Discussion, p. 85-96. 4. D. J. Cowling: Report of committee on higher educational statistics, p. 96-108; Discussion, p. 102-104. 5. P. P. Claxton: The junior college, p. 104-12; Discussion, p. 112-15. 6. C. W. Dabney: Lessons from the municipal universities for the American colleges, p. 116-29; Discussion, p. 129-34. 7. Isaac Sharpless: Relation of the college course to vocational training, p. 134-47. 8. J. R. Angell: Relation of the college curriculum to vocational training, p. 148-54; Discussion, p. 154-56. 9. Herbert Welch: Academic freedom and tenure of office, p. 157-71; Discussion, p. 171-87. 10. Hollis Godfrey: The academic budget, p. 188-202.

295. National association of state universities in the United States of America. Transactions and proceedings . . . 1916. Twenty-first annual meeting . . . Washington, D. C., November 13-14, 1916. Burlington, Vt., Free press printing company [1917] 215 p. 8°. (Frank L. McVey, secretary-treasurer, Grand Forks, N. D.)

Contains: 1. Military training in colleges and universities, p. 38-50. 2. Frank Strong: Address of the president of the association [State universities] p. 51-62. 3. E. A. Birge: How many hours a week should be required of teachers in a university? p. 64-76. 4. E. A. Birge: Is it advisable to require a detailed account of how a teacher spends his day? p. 76-80. 5. F. L. McVey: Has university extension fully justified itself? p. 80-89. 6. G. P. Benton: Church federation at state universities, p. 90-99. 7. R. C. Hughes: Religion and the state universities, p. 102-11. 8. C. A. Dumway: Written constitutions for universities, p. 112-15. 9. W. O. Thompson: The menace of the questionnaire, p. 117-24. 10. A. R. Hill: Should quality of work be permitted to reduce the number of hours required for the A. B. degree, and should we permit the abbreviation of the required period for an advanced degree by means of combined curricula? p. 125-32. 11. G. E. Vincent: Supervision of younger teachers in a university, p. 134-36; Discussion, p. 136-39. 12. P. L. Campbell: Can we formulate the ideals for which state universities are sponsor? p. 149-53. 13. Samuel Avery: How to determine fitness for advancement in rank or salary, p. 154-57. 14. W. S. Currell: Are standards of graduation high enough; shall we graduate those of defective scholarship or morals? p. 160-65. 15. David Kinley: Are intercollegiate athletics justifying their existence in state universities? p. 167-74. 16. A. R. Hill: Democracy in the university: shall full power go into the hands of the faculty and the president be selected by the faculty? p. 177-85; Discussion, p. 185-86. 17. M. A. Brannon: Are fraternities justifying their existence in state universities? p. 197-205. 18. Livingston Farrand: Code of procedure of governing boards regarding appointment, dismissal, and tenure of university teachers, p. 205-208.

296. Chambers, George Galley. How college entrance requirements have changed. Old Penn, 15:192-95, February 16, 1917.

Analyses the various changes that have been made in entrance requirements from the earliest times in America, paying particular attention to those made at the University of Pennsylvania. He shows how a knowledge of Greek and Latin were the first principal requirements, and how English literature and scientific and technical subjects began to replace them.

297. Graves, Frank P. Constructive elements in the classroom. School and society, 5:121-26, February 3, 1917.

An address delivered before the general session of the Association of colleges and preparatory schools of the middle states and Maryland, Baltimore, December 1, 1916. Constructive suggestions concerning collegiate instruction.

298. Harvard salaries and the cost of living. Harvard alumni bulletin, 19:324-26, January 25, 1917.

Designed to show that Harvard needs an endowment fund both to meet increased price of necessities and to strengthen the lower grades of instruction.

299. Lyons, C. K. Some college economies. School and society, 5:126-32, February 3, 1917.

Recommends the reduction of the number of class hours in colleges so that the student may have more time for independent work.

300. Some notes on medieval universities. Journal of education (London) 49:27-29, January 1, 1917.

A brief but interesting sketch of medieval universities and student life.

301. Waite, Alice V. The new plan of admission. Journal of the Association of collegiate alumnae, 10:304-309, January 1917.

The new plan of college entrance adopted by Mount Holyoke, Smith, Vassar, and Wellesley, February 1916.

302. Williams, Charles Richard. The Cliosophic society, Princeton university; a study of its history in commemoration of its sesquicentennial anniversary. Princeton, Princeton university press, 1916. 215 p. front., ports. 12°.

#### SCHOOL ADMINISTRATION.

303. Idaho. State board of education. Special report on school finance. By Edward O. Sisson, commissioner of education. [Boise, Id., State board of education, 1917] 22 p. diagrs. 8°. (Idaho bulletin of education. [vol. III, no. 1. January 1917, Extra ed.] )

304. Report of the school code committee [of Wyoming] Wyoming school journal, 13:131-37, January 1917.

Gives the recommendations, made by the Wyoming school code committee, which aim to establish minimum standards for the schools of the state, and to provide for putting these standards into actual practice.

See also A symposium on the school code, in Wyoming school journal, February 1917, pages 163-70.

305. Searson, J. W. Boston demands school administration reforms. American school, 3:11, January 1917.

Gives the more significant recommendations of the Boston survey commission.

Editorial comment on pages 6-7.

306. Sheats, William N. A plea for cooperation and advancement. Florida schoolroom, 23: 6-11, January 1917.

An address of the state superintendent of public instruction before the Florida educational association.

Discusses (1) the elimination of politics from our public schools, (2) qualifications for eligibility for school office, (3) a state board of examiners, (4) a state course of study, and (5) the reorganization of county school boards.



## SCHOOL MANAGEMENT.

307. **Armstrong, Robert D.** Some aspects of supervised study in history. *History teacher's magazine*, 8 : 52-59, February 1917.  
Gives in full the study instructions which the writer gives to his pupils.
308. **Boyer, Philip A.** Variation in composition grades. *Current education*, 21 : 39-44, February 1917.  
The variation in the marks of teachers for identical material and the necessity for composition scales in order to secure uniform ranking.
309. **Griffith, C. Minot.** Promotion and retardation in the elementary schools of Porto Rico. San Juan, P. R., Bureau of supplies, printing, and transportation, 1916. 31 p. 8°. (Porto Rico. Department of education. Bulletin, 1916, no. 9.)
310. **McDonnell, E. L.** The double-period plan of recitation and study. *North-west journal of education*, 28 : 264-68, February 1917.  
The advantages of the double-period plan in the high school are the following: It has eliminated the study hall, the quality of work produced has been improved, and an opportunity has been provided for supervised study.
311. **Roberts, J. E.** A working scheme of promotional efficiency. *Wisconsin journal of education*, 49 : 8-11, January 1917.  
A scheme of promoting pupils by subject used in the schools of Fond du Lac, Wisconsin.
312. **Stevens, W. F.** Relation of progress of pupils to actual attendance, elementary schools of St. Louis, Missouri. *Educational administration and supervision*, 3 : 1-14, January 1917.  
The amount and causes of retardation in the elementary schools.

## SCHOOL ARCHITECTURE.

313. **Alt, Harold L.** Mechanical equipment of school buildings. Milwaukee, The Bruce publishing company [1916]. 111 p. illus. 4°.
314. **Harbach, Frank M.** A constructive survey of Milwaukee school buildings and sites, with a ten-year building program; prepared through the cooperation of the Board of school directors and the City club, by Frank M. Harbach and Hornell Hart, under the direction of the following committee: Mr. John Puelicher, Mrs. Meta Berger, Mr. M. C. Potter . . . [and others. Milwaukee? 1916?]. 43 p. tables, map, diagrs. 8°.
315. The safeguarding of existing school buildings against fire. An important report of the International association of fire engineers. *American school board journal*, 54 : 26-28, 46-47, February 1917.

## SCHOOL HYGIENE AND SANITATION.

316. **Aspinwall, William B.** Are you interested in school hygiene and health instruction? *Child-welfare magazine*, 11 : 169-72, February 1917.  
Gives the opinions of a number of persons on school hygiene, showing the actual trend of present-day thinking on the subject.
317. **Averill, Lawrence Augustus.** A preliminary account of the movement for health inspection in the public schools. *American journal of school hygiene*, 1 : 15-21, January 1917.
318. **Carini, Lorenzo Sferra.** Assistenza sanitaria scolastica. *Rivista pedagogica*, 9 : 589-604, October-December 1916.  
Gives a sketch of medical inspection of schools in the United States based on an article in the *Pedagogical seminary* for September 1911 by George H. Shafer, and describes conditions in the elementary schools of Italy which need improvement.



319. Crampton, C. Ward. Cross section of the hygiene work of the Department of physical training, Bureau of education, New York city. American journal of school hygiene, 1: 9-15, January 1917.

Gives a few of the features of health work of a large city department of education.

320. Minneapolis. Board of education. Keeping the children well; medical inspection; school nurses; the open-air school; open-air rooms. Ordered published by the Board of education. City of Minneapolis, 1916. 41 p. 8°. (Monograph no. 4. Series of 1916-17)

321. Rapeer, Louis W. Educational hygiene and national hygiene. American journal of school hygiene, 1: 2-9, January 1917.

A chapter from a forthcoming volume on rural school hygiene.

The important movements which are having their effect in the solution of the school health problem.

#### PHYSICAL TRAINING.

322. Bainter, E. M. The betterment of physical training and playground activities for Porto Rico. American physical education review, 22: 7-16, January 1917.

323. Ehler, George W. A rational physical education. Mind and body, 23: 461-70. February 1917.

Read before the Kansas state teachers' association, Topeka, November 10, 1916.

324. Findley, J. J. The end of Dalcroze eurhythmics. Journal of education (London) 49: 16-18, January 1, 1917.

Describes the scheme invented by Dalcroze of bodily movements which convert "the spontaneous but irregular efforts of a single child into a system which a group of children can share." Rhythmic dances to music, etc.

325. Hilderbrant, Edith L. Physical training and scholarship. Education, 37: 369-80, February 1917.

326. Lee, Roger I. The effect of athletics on the heart. Harvard alumni bulletin, 19: 356-58, February 1, 1917.

An intensive study of the size of the heart, to disprove the assertion that athletics cause an enlarged heart.

327. New York (State) University. General plan and syllabus for physical training in the elementary and secondary schools of the state of New York. As adopted by the Board of regents of the University of the state of New York upon the report and recommendation of the Military training commission of the state of New York. Reported to the Legislature by the State department of education. Albany, The University of the state of New York, 1917. 295 p. front., plates, plans. 8°. (University of the State of New York bulletin. no. 631)

#### PLAY AND PLAYGROUNDS.

328. Adler, Waldo. Play to-day makes the man of to-morrow. Mother's magazine, 12: 222-23, 254, 256, March 1917.

The necessity for play and the lack of playground facilities in the country and small towns.

329. Education through play and games. Playground, 10: 445-55, February 1917.

Bibliography: p. 453-55.

Report of Committee on games of the Playground and recreation association of America, suggesting games to be used by schools as part of our educational system.

330. Ronan, Bertha. Play in rural schools. Moderator-topics, 37: 427-28, February 8, 1917.

Address delivered at the Michigan state teachers' association, Grand Rapids.

Suggestions for organizing play activities in rural communities.

## SOCIAL ASPECTS OF EDUCATION.

331. **Blakelee, Albert F.** Corn and education. *Journal of heredity*, 6:51-57, February 1917. illus.  
 Potentialities of the individual are foreordained at birth. Education can only reveal the innate traits already present. Equal opportunity for all is not desirable in education.
332. **Dine, Herman B.** The school center and the immigrant. *Playground*, 10:456-62, February 1917.  
 Shows what is being done in the United States in the matter of adapting the work of the various school centers to the needs of the immigrant.
333. **Doll, E. A.** Further note on education and inheritance. *Journal of education*, 85:117-18, February 1, 1917.  
 A reply to an article by Mr. C. L. Redfield, which appeared in the *Journal of education* for December 26, 1916.
334. **Fleagle, Fred K.** The school and the community. *Porto Rico school review*, 1:24-27, 37, January 1917; 23-26, February 1917.  
 Some suggestions for social center work in Porto Rico.
335. **Westcott, Ralph W.** Outside activities of junior high-school pupils. *Journal of education*, 85:91-93, 104, January 25, 1917.

## CHILD WELFARE.

336. **Abbott, Edith, and Breckinridge, Sophonisba P.** Truancy and non-attendance in the Chicago schools; a study of the social aspects of the compulsory education and child-labor legislation of Illinois. Chicago, Ill., The University of Chicago press [1917] 472 p. 12°.
337. **Campbell, M. Edith.** Guardianship of the working child. *Education*, 37:351-65, February 1917.  
 Discusses the obligation of the school toward the working child. Follow-up work and placement bureaus in Cincinnati. Presents interesting statistics of retardation, etc.
338. **Clopper, Edward N.** The federal child labor law. *Elementary school journal*, 17:326-34, January 1917.  
 Describes provisions of the law and says that its passage "puts the task of providing different types of schools for the different types of children squarely up to the people."
339. **Deutsch, Abraham.** A phase of compulsory education. *School review*, 25:73-87, February 1917.  
 Discussion of the amendment to the New York state compulsory education law, which went into effect on February 1, 1917. It permits children to secure employment certificates under the following conditions: "(a) They must be at least 14 years of age and have completed the work of the elementary school; (b) if they have completed only the work of the first 6 years, they must be at least 15 years of age; (c) any child who is 16 years of age is permitted to leave school and go to work irrespective of the grade he is in."

## RELIGIOUS EDUCATION.

340. **Anderson, Stonewall.** Reflections upon the recent movement for religious education. *Bulletin of the Board of education of the Methodist Episcopal church, South*, 6: 241-48, February 1917.
341. **Hogan, W. B.** Religious education. *Bulletin of the Board of education of the Methodist Episcopal church, South*, 6:229-41, February 1917.  
 Gives the extent and the various forms of the religious education movement of recent years.
342. **Holliday, Carl.** Religious beliefs in American colleges. *Hibbert journal*, 15:299-304, January 1917.

343. **Humphreys, W. B.** The literary study of the Bible in Michigan high schools. Moderator-topics, 37: 407-10, February 1, 1917.

Paper read before the Michigan state teachers' association, November 1916.

344. **Tipword, Harrison Meredith.** The pedagogics of Jesus. Boston, R. G. Badger [1916] xv, 15-251 p. 12°.

#### MANUAL AND VOCATIONAL TRAINING.

345. **Gary, C. P.** Danger ahead. Unity of the educational system threatened. Journal of education, 85: 120-21, February 1, 1917.

Against the dual system for industrial education in Wisconsin. Superintendent Gary says that dualism in the educational field at this time would have the worst conceivable effect on both general and practical education.

346. **Finch, Grant E.** Education for vocations in the average school. Inter-mountain educator, 12: 11-14, January 1917.

Gives the following suggestions for grammar schools so that they may do their part toward vocational education without shops, technical instructors, or vocational experts: (1) to see that the course of study has a strong vocational leaning in all subjects, (2) to see that the pupils' teacher possesses and keeps alive an industrial interest, and (3) to see that the pupils are given encouragement and assistance in learning to work and earn along with their school-room training.

347. **Harvey, L. D.** A decade of industrial education in Wisconsin. Industrial-arts magazine, 6: 45-52, February 1917.

348. **Indiana. State board of education.** Report of the Jefferson County survey for vocational education. Indianapolis, 1917. 86 p. tables (1 fold.) maps. 8°. (Educational bulletin. Educational bulletin no. 20. Indiana survey ser. no. 5)

349. **Indiana. State board of education.** Report of the Richmond, Indiana, survey for vocational education. Conducted cooperatively by the Indiana state board of education, the Board of education of Richmond and Indiana university. Robert W. Leonard, director. Indianapolis, 1916. 599 p. illus. 8°. (Educational bulletin. Vocational ser. no. 15. Indiana survey ser. no. 3.)

350. **Johnston, J. B.** The future of the public schools. Education, 37: 337-50, February 1917.

Discusses vocational education. Says that the introduction of the objective method, of scientific studies, of practical employment will replace merely formal and abstract studies.

351. **Koos, Leonard V.** Manual training in a hundred high schools. Industrial-arts magazine, 6: 75-77, February 1917.

The extent and nature of the offering in manual training in the high schools, the larger aspects of method, and the aims that dominate the work.

#### VOCATIONAL GUIDANCE.

352. **Crowell, Merle.** Preventing men from becoming misfits. American magazine, 83: 19-20, 92, February 1917.

Vocational guidance scheme of Herman Schneider, of the University of Cincinnati.

353. **Withey, Vera Estelle.** Vocational guidance fundamentals. Manual training magazine, 18: 229-32, February 1917.

Speaks of the unintelligent investigations in vocational guidance, and says that two distinct fields of activity are open to persons interested in vocational guidance: personal influence activities and informational activities.

## AGRICULTURAL EDUCATION.

354. Agricultural education in the high schools of New York state. American city, 16:134-38, February 1917.  
Popular, illustrated article.
355. Bailey, L. H. The coming range in college work. School and society, 5: 91-97, January 27, 1917.  
Address originally before the Graduate school of agriculture, Amherst, Mass., July 28, 1916; now printed with omissions and additions.  
Discusses the perplexing problems that have confronted the institutions for higher education in agriculture.

## HOME ECONOMICS.

356. American home economics association. Institution economics section. Papers . . . annual meeting, 1915, Lake Placid club. 103 p. 8°. (Bulletin American home economics association, ser. 4, no. 3, July 1916.)  
Contains: 1. Elizabeth M. Goodrich: Report of committee on dormitory management, p. 1-3. 2. E. F. Brown: Summary review of the work of the school lunch committee of New York, and the next steps in the development of school luncheons, p. 13-16. 3. Mabel C. Little: Institution management: Courses in institutional management, p. 35-38. 4. Emma Baker: Cost and methods of feeding college students, p. 65-70. 5. Mary S. Woolman: Women's clubs and institutional management problems related to lunchroom service, p. 70-76.
357. Evans, Frank. Domestic science—facts and figures. Southern school news, 8:3-5, January 1917.  
The writer says that domestic science is not for the grammar grades. It belongs to the high school—it is too difficult for the grades. The course should cover two years and students should be graded in it.
358. Murtland, Cleo. Part time education in household arts. Journal of home economics, 9:51-58, February 1917.  
Address delivered before the home economics section of the National education association convention, New York, July 4, 1916.

## COMMERCIAL EDUCATION.

359. Cox, Philip W. L. Discussion of Mr. Cheesman A. Herrick's criticism of the junior high school. Educational administration and supervision, 3:23-29, January 1917.  
In the October number of Educational review, Mr. Herrick contributed an article on commercial education in American secondary schools. Mr. Cox feels that Mr. Herrick is laboring under a misapprehension of the purpose and scope of the commercial work of the junior high school. Gives the curriculum of a commercial junior-senior high school.
360. Reed, James C. Psychology of commercial subjects. Commercial teacher, 1:2-5, December 1916.  
To be continued in next issue.  
"It is the purpose of this series of articles to give such parts of the fundamentals of psychology as may be necessary to understand the 'Psychology of skill' as applied to the teaching of the various commercial subjects."

## PROFESSIONAL EDUCATION.

361. Association of American law schools. Report of the sixteenth annual meeting . . . December 28-29, 1916, Chicago, Ill. American law school review, 4:239-67, February-March 1917.  
Contains: 1. W. W. Cook: A council on legal education. A plan for the improvement of legal education and standards of admission to the bar, p. 241-54. 2. E. M. Morgan: The legal clinic, p. 256-68. 3. Herman Oliphant: A course in brief making and legal argument, p. 268-80; Discussion, p. 280-72. 4. Ernst Freund: A course in statutes, p. 273-75.

362. Earle, Samuel Chandler. What if it were all Greek to the engineer? Bulletin of the Society for the promotion of engineering education, 7:246-61, January 1917.

Modern languages in the engineering course. The writer does not believe that they should be dropped.

## CIVIC EDUCATION.

363. Scott, Jonathan French. Patriots in the making; what America can learn from France and Germany. New York [etc.] D. Appleton and company, 1916. 263 p. 12°.

## MILITARY TRAINING.

364. Bentley, Edwin B. Military training in the public school. Texas school journal, 34:13-14, February 1917.

The writer is in favor of military training. He bases his conclusions largely upon his experience with military training in the Alpine public schools, Texas.

365. DeGroot, Edward B. Physical education versus military training in secondary schools. Western journal of education, 23:9-10, January 1917.

The writer is opposed to compulsory military training.

366. Military training for school boys. Does America want it? [Philadelphia, 1916?] 40 p. 24°.

A symposium. Eighty of our recognized leaders in education, physical training, social reform, child study and welfare, boy life, and moral and religious training answer this vital question.

Reprinted in part in Journal of education, 85: 147-51, 158-60, 185-86, February 8, 15, 1917.

This leaflet may be obtained from 304 Arch street, Philadelphia, Pa., office of Peace committee Philadelphia yearly meeting of Friends.

367. Wood, Leonard. Universal military training. Mind and body, 23:385-92, January 1917.

Read at the meeting of the National education association, July 1916.

## EDUCATION OF WOMEN.

368. Barstow, Marjorie. Connecticut college. Journal of the Association of collegiate alumnae, 10:309-17, January 1917.

Describes the new college for women in Connecticut.

369. Moxcey, Mary E. Girlhood and character. New York, Cincinnati, The Abingdon press [1916] 400 p. 12°. (Manuals of religious education for parents and teachers, ed. by C. F. Kent, in collaboration with H. H. Meyer.)

Bibliography: p. 377-394.

370. San Giusto, Luigi di. La scuola e le alterazioni del sentimento femminile. Rivista pedagogica, 9:517-28, October-December 1916.

The author describes the abnormal character development brought about in the girls' elementary and secondary schools in Italy. The unconscious influence of the teachers is especially emphasized.

## NEGRO EDUCATION.

371. Davis, J. E. Hampton at Penn school. Southern workman, 46:81-89, February 1917.

Work of Hampton graduates at Penn school, St. Helena Island, off the coast of South Carolina.

372. Stephenson, Gilbert T. Education and crime among negroes. South Atlantic quarterly, 16:14-20, January 1917.

Writer contends that all the available statistics and the unanimous opinion of those acquainted with the facts show that education—elementary or advanced, industrial or literary—diminishes crime among negroes.

373. Williams, Charles H. Recreation in the lives of young people. *Southern workman*, 46:95-100, February 1917.

Excerpts from an address delivered in Roanoke, Va., before the Negro organization society of Virginia, by the physical director for boys, Hampton Institute.

#### EXCEPTIONAL CHILDREN.

374. Cooper, Mabel Lee. Studies in types of defective children. *Progressive teacher*, 23:9-11, February 1917.

One of a series of articles on the subject. This study deals with the low-grade moron. The next article will deal with the high-grade moron. Last month the subject was "The child who can and won't."

375. Cummins, Robert A. Special classes in the public schools for exceptional pupils. *Ohio teacher*, 37:213-16, January 1917.

Address delivered before the quarterly institute of Wood county teachers, held at the Bowling Green state normal college, December 9, 1916.

Gives a brief outline of the entire problem of providing adequate treatment for exceptional pupils and then suggests a workable program, which may be taken up by any small city or county superintendent, under present conditions.

376. Descooudres, Alice. L'éducation des enfants anormaux; observations psychologiques et indications pratiques, suivies d'un résumé des tests de Binet et Simon. Neuchâtel, Delachaux & Niestlé s. a.; [etc., etc., 1916] 434 p. pl. 12°. (Collection d'actualités pédagogiques, pub. sous les auspices de l'Institut J. J. Rousseau et de la Société belge de pédotechnie.)

377. Patterson, M. Rose. A preparatory center in Baltimore: William Rinehart school no. 52. *Atlantic educational journal*, 12:234-38, January 1917.

Part two of "A study of the bright child in school". Part one was in the October issue.

378. Terman, Lewis M. Feeble-minded children in the public schools of California. *School and society*, 5:161-65, February 10, 1917.

#### EDUCATION EXTENSION.

379. Begbie, Harold. National training: the moral equivalent for war. *Hibbert journal*, 15:177-88, January 1917.

Discusses the English educational system. Emphasizes the university-extension movement, and gives some interesting data regarding the People's university, of Moscow, Russia.

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381. Perry, Clarence Arthur. Community center activities. New York city, Department of recreation, Russell Sage foundation [1916] 127 p. 16°. ([Russell Sage foundation, New York. Pamphlets] 'rec. 148)

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#### LIBRARIES AND READING.

383. Engleman, J. O. Outside reading. *English journal*, 6:20-27, January 1917.

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384. Hinchman, W. S. Reading clubs instead of literature classes. *English journal*, 6: 88-95, February 1917.

A paper read before the National council of teachers of English, July 7, 1916.  
The results of a three years' trial of reading clubs instead of literature classes at the Grotton school, Grotton, Mass.

385. *Teaching*, vol. 3, no. 2, December 15, 1916. (The school library number)

Contains: 1. H. M. Culter: The books to begin with, p. 8-11. 2. W. H. Kerr: Putting the library in order, p. 12-15. 3. W. H. Kerr: The picture collection for everyday use, p. 15-17. 4. Agnes King and Faye Huffman: Subject headings for picture collection, p. 17-21. 5. Gertrude Buck: Story-telling: bibliography, p. 21-23. 6. W. H. Kerr: Magazines for teachers and schools, p. 24-26.

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386. Adult illiteracy; by Winthrop Talbot. Washington, 1916. 90 p. (Bulletin, 1916, no. 35)
387. Agricultural and rural extension schools in Ireland; by A. C. Monahan. Washington, 1916. 38 p. plates. Bulletin, 1916, no. 41)
388. American history course. Washington, 1917. 3 p. (Reading course no. 10)
389. Proposed community forum bill. Brief explanation of a bill to provide for and regulate the use of public school buildings as community forums. Washington, 1917. 12 p.
390. Recent movements in college and university administration; by Samuel Paul Capen. Washington, 1917. 60 p. (Bulletin, 1916, no. 46)
391. Report of the work of the Bureau of education for the natives of Alaska, 1914-15. Washington, 1917. 85 p. (Bulletin, 1916, no. 47)
392. School home garden circular. Numbers 13, 14, 15, 16. Washington, 1917.  
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